



2025-2026

	Autumn Term	Spring Term	Summer Term
EYFS	<p>I've got a grumpy face Focus: Timbre, beat, pitch contour. Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions <p>Row, row, row Focus: Beat, pitch (step/leap), timbre. Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. <p>Whole School Harvest Festival Whole School Christmas Nativity</p>	<p>Bird spotting: Cuckoo polka Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives:</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music <p>Shake my sillies out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives:</p> <ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. <p>Up and down Focus: Pitch contour rising and falling, classical music. Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. 	<p>Down there under the sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives:</p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement <p>It's oh so quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives:</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.



		<ul style="list-style-type: none"> • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. <p>Five fine bumble bees Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives:</p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. 	<p>Slap clap clap Focus: Music in 3-time, beat, composing and playing. Objectives:</p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner <p>Bow, bow, bow Belinda Focus: Beat, active listening, instrumental accompaniment. Objectives:</p> <ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.
<p>KS1 Year 1 and 2</p>	<p>Tony Chestnut (Progression Snapshot) Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion. Objectives:</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. 	<p>Grandma rap (Progression Snapshot) Focus: Duration (crotchet, quavers, crotchet rest), unison, round. Objectives:</p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant rhythmically, and perform to an accompaniment children create. 	<p>Swing-a-long with Shostakovich Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives:</p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').



- Recognise and play echoing phrases by ear.

Whole School Harvest Festival
Whole School Christmas Nativity

- Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.
- Learn a clapping game to Hi lo chicka lo that shows the rhythm.
- Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).

Orawa

Focus: Beat, rhythm, repetition, structure, 20th century classical music.

Objectives:

- Improvise and compose, structuring short musical ideas to form a larger piece.
- Sing and play, performing composed pieces for an audience.
- Listen and appraise, with focus and attention to detail, recalling sounds and patterns.

Trains

Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto).

Objectives:

- Begin to understand duration and rhythm notation.
- Structure musical ideas into a whole-class composition.
- Learn a simple rhythm pattern and perform it with tempo and volume changes.
- Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.
- Follow signals from a conductor.

- Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
- Move freely and creatively to music using a prop

Charlie Chaplin

Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).

Objectives:

- Compose a soundtrack to a clip of a silent film.
- Understand and use notes of different duration.
- Understand and use notes of different pitch.
- Understand and use dynamics.

Tanczemy labada (Progression Snapshot)

Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.

Objectives:

- Demonstrate an internalised sense of pulse through singing games.
- Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
- Listen and match the beat of others and recorded music, adapting speed accordingly.
- Listen to traditional and composed music from Poland.



		<ul style="list-style-type: none"> Listen to and analyse four pieces of music inspired by travel/vehicles. 	<ul style="list-style-type: none"> Begin to understand how music helps people share tradition and culture.
<p>Lower KS2 Year 3 and 4</p>	<p>I've been to Harlem (Progression Snapshot) Focus: Pitch shape, ostinato, round, pentatonic, call-and-response. Objectives:</p> <ul style="list-style-type: none"> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song Listen and identify where notes in the melody of the song go down and up <p>Whole School Harvest Festival Whole School Christmas Nativity</p>	<p>Latin dance (Progression Snapshot) Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern. Objectives:</p> <ul style="list-style-type: none"> Compose a 4-beat rhythm pattern to play during instrumental sections. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. <p>'March' from The nutcracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Objectives:</p> <ul style="list-style-type: none"> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. 	<p>Mangrove Twilight (12 sessions) (First Access) Instrumental unit –tuned percussion Focus: Calypso, call-and-response, clave rhythm, syncopation, C major scale with solfa, melody, chords, developing tuned percussion techniques (hand-to-hand sticking), history of steel pans from Trinidad and Tobago, improvising and composing using call-and-response. Objectives:</p> <ul style="list-style-type: none"> Learn a range of tuned percussion techniques: right/left sticking, playing two-note chords. Clap and play a clave rhythm. Learn to play two parts from Mangrove twilight. Improvise in a call-and-response format. Take part in an ensemble performance of Mangrove twilight <p>Just three notes (Extra) Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Objectives:</p> <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches C-D-E <p>Segio (Extra)</p>



		<p>From a railway carriage Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Objectives:</p> <ul style="list-style-type: none"> • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions. 	<p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Objectives:</p> <ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).
<p>Upper KS2 Year 5 and 6</p>	<p>Hey Mr Miller (Progression Snapshot) Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation). Objectives: Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary</p> <p>Whole School Harvest Festival Whole School Christmas Nativity</p>	<p>Dona nobis pacem (Progression Snapshot) Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony. Objectives:</p> <ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). <p>You to me are everything Focus: 1970s soul music, comparing cover versions. Objectives:</p>	<p>Race! Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Objectives:</p> <ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. <p>Exploring identity through song Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. Objectives:</p> <ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs.



LTP Music Curriculum



		<ul style="list-style-type: none">• Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.• Learn some simple choreography to accompany a disco song.• Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. <p>Twinkle Variations Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Create variations using a wide variety of composing techniques.• Improvise on top of a repeating bassline. Decipher a graphic score.• Play Twinkle, twinkle, little star	<ul style="list-style-type: none">• Identify different elements of a song's structure.• Understand the concept of identity and how you can express that in songs. <p>Ame sau vala tara bal (Progression Snapshot) Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical).</p> <p>Objectives:</p> <ul style="list-style-type: none">• Create a rhythmic piece for drums and percussion instruments.• Sing the chorus of Throw, catch in three-part harmony with dancing.• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.• Demonstrate coordination and keeping a steady beat by dancing to bhangra music
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